

Name: _____ Period: _____

Activity 31: The Range of Disease

Infectious Disease Research Report and Public Service Announcement (PSA)

Name of Infectious Disease: _____

RESEARCH: By answering the following questions, you will have all the data/information you need to complete your PSA.

A note on PLAGARISM: A fact is a fact. It is common knowledge. But as often as you can, *summarize your findings in your own words!*

1. (1 point) What type/classification of "germ" (bacteria, fungus, virus, etc.) causes this disease? _____

(1 point) What is the germ's specific name? _____

2. (1 point) What are the **symptoms** of this disease/ how do you know when you have the disease? _____

(1 point) What organs and/or body systems (and functions) are affected/have the symptoms? _____

3. (2points) How is this disease spread among **humans**? Be specific and detailed as possible. _____

4. (2points) How can this disease be prevented? (If this disease cannot be prevented, explain why it cannot be prevented.) _____

5. (2points)After someone has this disease, what is the medical treatment? (If there is currently no medical treatment, describe any research that is being done to develop a treatment.) _____

6. List two (2) important and/or interesting facts about this disease. *These must be different than what you have already found.* (2points)

*****What kinds of helpful pictures, diagrams, or even maps and graphs can you find? Be sure to site the source (website, author, etc.). Give credit to the person who created it. If you do not site the source, it is PLAGARISM!!!**

Standards:

Standard 3 - Life Science: 7.3.1 living organisms are made of one or more cells, 7.3.7 organs and tissues serve the needs of cells, Process standards: (b) carry out investigations...in a small group over a period of several class lessons, (g) keep accurate records in a notebook during investigations, (k) communicate findings

Infectious Disease PSA - - - Guidelines and Scoring

- Follow the procedure on pages C-8 to C-10. Use the provided research sheet to guide your data collection. You will be turning in this research when you present.
- You will include **AND** earn scores for the following. See **SCORE GUIDES** on the back for more info.

Communication Skills

- ORAL** (ex: presentation to the class) - enunciate, projection, and eye contact

Level: _____ Score: _____

- VISUAL** (ex: poster/presentation) - neatness, balance of light, colorful, size of lettering, clarity of image, 3 or more panels long or accurate timing to get message across

Level: _____ Score: _____

- WRITTEN** (ex: information included or written script of video) - sentence structure (capitalization punctuation), grammar, spelling, etc. (see below)

| Language | Level 1 - 2 pt | Level 2 - 3pt | Level 3 - 4 pt | Level 4 - 5 pt |
|---|---|---|--|--|
| Conventions: <ul style="list-style-type: none"> word spelling capitalization punctuation grammar or word usage paragraphing full sentences (no run-on or sentence fragments) | Errors are serious and numerous. They cause the reader stop often to figure out writer's meaning. | Errors are frequent. They may cause the reader to stop and reread part of the writing. Flow of communication is impaired. | Errors are occasional. They do not impede the flow of communication. | There are few or no errors. None of the errors impact the flow of communication. |

Understanding Concepts

Level: _____ Score: _____

- EFFECTIVE:** How effective was your PSA? (Did you get your message across to the audience? Was enough information included to get the message across?)

Level: _____ Score: _____

- EDUCATIONAL:** Is the information (written and spoken) accurate and helpful? Is it based on scientific evidence?

Level: _____ Score: _____

Data

You will turn in your "research report" along with your PSA. Your research report is worth 2 points per correct/complete answer.

Score: _____

Standards:
Standard 3 - Life Science: 7.3.1 living organisms are made of one or more cells, 7.3.7 organs and tissues serve the needs of cells, Process standards: (b) carry out investigations...in a small group over a period of several class lessons, (g) keep accurate records in a notebook during investigations, (k) communicate findings



SEPUP Scoring Guide: Communication Skills (CS)

WHAT TO LOOK FOR

Response used communication skills to present ideas in the following formats:

- written (ex: report) - sentence structure (capitalization punctuation), grammar, spelling, etc.
- oral (ex: presentation) - enunciate, projection, and eye contact
- visual (ex: poster) - balance of light, color, size of lettering, clarity of image
- multimedia (ex: computer slide show) - effective use of available technology

| Score/ Points | SCORE GUIDE and CLARIFICATIONS | |
|-------------------------|---|---|
| | Level | |
| 5 points A+ 100% | Level 4 <i>Above and beyond</i> | Student accomplishes Level 3 and enhances communication in some significant way, such as: <ul style="list-style-type: none"> ✓ using additional images or diagrams effectively ✓ using additional formats of communication effectively |
| 4.5 points A- 90% | Level 3 <i>Complete and correct</i> | Student communicates ideas clearly with few or no technical errors. |
| 3.5 points C 75% | Level 2 <i>Almost there</i> | Students may have several technical errors BUT they do not prevent the audience from understanding the message |
| 3 points D- 60% | Level 1 <i>On your way</i> | Students communication is unclear OR many technical errors seriously distract the audience from understanding the message |
| 0 points F | Level 0 | Student's response is <ul style="list-style-type: none"> ✓ missing - not there/left blank ✓ illegible - hard to read because the handwriting is messy ✓ or irrelevant - the answer has nothing to do with the question/prompt or topic |

*NOTE: Depending on what and how something is communicated, a student may earn a score between levels.

SEPUP Scoring Guide: Understanding Concepts (UC)

WHAT TO LOOK FOR

Response **identifies** and **describes** scientific concepts relevant to a particular problem or issue.

| Score/Points | ORIGINAL SCORE GUIDE | |
|-------------------------|---|--|
| | Level | |
| 5 points A+ 100% | Level 4 <i>Above and beyond</i> | Student accomplishes Level 3 AND goes beyond in a significant way, such as: (These are only suggestions; there are no limits as to how you can go above and beyond.) <ul style="list-style-type: none"> • using relevant information not provided in class to elaborate on your response - include some other information that goes with the topic that you researched outside of class time • using a diagram to clarify scientific concepts - include a picture with labels so that the person reading your written answer understands it better • relating your response to other science concepts - make a connection to some other scientific topic; show the relationship or what is common between the two topics |
| 4.5 points A- 90% | Level 3 <i>Complete and correct</i> | Student accurately and completely explains or uses relevant scientific concepts <ul style="list-style-type: none"> ✓ include ALL the details need to answer the question or prompt ✓ answer all parts of the question or prompt |
| 3.5 points C 75% | Level 2 <i>Almost there</i> | Student explains or used scientific concepts BUT has some omissions or errors. <ul style="list-style-type: none"> ✓ right idea and includes correction information ✓ BUT some mistakes or information left out |
| 3 points D- 60% | Level 1 <i>On your way</i> | Student incorrectly explains or uses scientific concepts. <ul style="list-style-type: none"> ✓ student did not explain the concept correctly at all ✓ or used the concept in the wrong way |
| 0 points F | Level 0 | Student's analysis or interpretation of data is <ul style="list-style-type: none"> ✓ missing - not there/left blank ✓ illegible - hard to read because the handwriting is messy ✓ or irrelevant - the answer has nothing to do with the question/prompt or topic |

***NOTE:** Depending on the question or prompt and/or the student's response or answer, a **student may earn a score between levels.**